

Stakesby Community Primary School

Writing Age Related Expectations YEAR 3

Name:	Term	1	2	3	4	5	6
WRITING: Transcription							
I can spell words that sound like each other but have different meanings and I							
rarely get them muddled.	1						
I can spell tricky words I have been taught from our list of 100 and usually get							
them right.	2						
I can use an apostrophe to show possession in plural words, including less							
common plurals like <i>children</i> that do not end with a letter s, and I know when an	3						
apostrophe is not required.							
I can spell words which have had prefixes I have been taught added to them.	4						
I can spell words which have had suffixes I have been taught added to them.	5						
I can check the spelling of a word in a dictionary, using the first two or three							
letters.	6						
I can write a sentence as my teacher dictates it, using correct spelling and	7						
punctuation.							
I can join my writing in the way I have been taught, using ascenders and	8						
descenders and remembering letters which are best unjoined.	_						
I can form my joined writing so that my slope is even and the spacing between words and lines makes it clear							
and readable.	9						
WRITING: Composition I can look at a good example of writing and say what makes it work and then use		1	l				
those features to help me write a similar text.	10						
I can work with a writing buddy to plan my writing and jot down ideas to help me							
remember what I want to include.	11						
I can say every sentence aloud before I write it, adding interesting words and							
using different types of sentences I have been taught.	12						
I can plan and organise my writing to make themed chunks or paragraphs.	13						
I can plan and write a story with a vivid setting, convincing characters and a plot							
that makes sense.	14						
I can plan and write a non-fiction text that is organised using features to help me	15						
understand.	15						
I can work with a writing buddy to assess my writing against our success criteria	16						
and make changes and improvements that have been suggested.	10						
I can work with a writing buddy to improve my grammar and vocabulary and to use	17						
pronouns to avoid repetition while making my meaning clear.							
I can proofread my own or my writing buddy's work for spelling and punctuation	18						
errors and make the necessary changes before my teacher sees my work.							
I can read my writing aloud to a group or to the whole class, holding their attention and making my meaning clear.	19						
WRITING: Vocabulary, Grammar and Punctuation							
I can form new nouns using prefixes I have been taught.	20						
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I can identify and use words that belong together as a family and use them in my writing to make my meaning clear and exact.	21						
I can decide when to use a pronoun instead of a noun to avoid repetition while							
keeping my meaning clear.	22						
I can use the conjunctions I have been taught to combine more than one idea in a							
sentence and my sentences are structured differently by using different	23						
conjunctions.							
I can use conjunctions, adverbs and prepositions to tell my reader when and why	24						
things happened.	۲4						
I can use two sorts of past tense in my writing: the -ed type and the type that uses	25						
has or have (e.g. I walked, I have walked).							
I can decide whether to use a or an in front of a noun.	26						
I can punctuate direct speech correctly and I rarely make a mistake.	27						